Course Description:
Sport is viewed by some scholars as socially constructed, and, therefore, a product of society. This idea has prompted considerable attention from researchers across the globe working within a wide array of scholarly disciplines and sub-disciplines. The sociology of sport is perhaps the most prominent, largest, and best established of the sub-disciplines studying sport in an academic context. Additionally, it was first to be a focus of study and have dedicated courses taught in institutions of higher education. The sociology of sport draws on a variety of theoretical and methodological perspectives to critically examine social processes as they shape, and are shaped by, the realm of sport, health, and physical activity.

Underpinned by sociology of sport perspectives, this course critically explores the intersection of science, technology, and sports. Course discussions will examine:

- what constitutes a "sport," science, technology, and performance.
- sociological phenomena relevant to the intersection of science, technology, and sports.
- literature concerning debates on the role of technology in supporting and contesting social inequalities through sports.
- how scientists describe and interpret perceived human differences (e.g., race, sex/gender) as they are related to sport performance.
- literature on the impact of science and technology on athletic performance.
- literature regarding safety, risk, and the role of medicine in sports.
- debates surrounding cyborg athletes and the future of sports.

Area E Approved Learning Outcome:
- Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

Explain how the course satisfies the Area E approved learning outcome:
This course will focus on how sports are socially constructed and examine how the relationship between sports, science, and technology is shaped by social, political, and economic forces. Students will be able to describe how social issues impact scientific understandings of sports, identify contemporary debates regarding the role of technology in sports, and analyze the social construction of sports and athletic performance. To demonstrate that they have met the Area E learning outcome, students will critically engage with course readings/lectures and complete research papers/online presentations.
Learning Objectives:
- Students will apply sociological theories and methods to analyze the intersections of sports, science, and technology.
- Students will compare and contrast major debates influencing the role of science and technology in sports cultures.
- Students will analyze how social, political, and/or economic forces shape the impact of sports-related scientific research and technological innovation.

Course format:
This course will be offered entirely online via T-Square. Students will be expected to commit the same amount of time engaging with course materials as they would for an on-campus Early Short Summer Session course – i.e. 2½ hours 3 times per week, plus time allocated for completing course readings and assignments.

The course is structured around two major content modules, each with a final assessment (Module 1: Cyborg Tournament; Module 2: Literature Review). In addition, there is a final assessment (State of the Field Three Minute Thesis presentation) that asks students to connect their majors to course content. Course materials and assessments also include online lectures (VoiceThread), documentaries, readings (articles and book chapters), short session-based assignments, blogging assignments, and a self-tracking project.

The course’s “weeks” generally follow a Wednesday to Tuesday schedule to facilitate a longer orientation period at the beginning of the course and to better accommodate summer work schedules.
- Module 1 will take place during weeks 1 (May 15 - 23) and 2 (May 24 – 30).
- Module 2 will take place during weeks 3 (May 31 – June 6) and 4 (June 7 - 13).
- The course conclusion and final project will take place during an abbreviated week 5 (June 14-16).

Most course assignments are due by the end of the course week – midnight each Tuesday. The common weekly deadline is intended to create a fluid course structure best suited to individualized online engagement. The following week’s content, however, won’t become available on T-Square until the beginning of each week (Wednesday) allowing course sessions to be completed in order. This is an intensive five week course. Students should spend some time during week one, and the beginning of each week thereafter, setting up an approach that will best ensure the timely completion of each week’s requirements. Keep in mind that assignments can be submitted to T-square anytime during the week they are due, and session-specific assignments will be most easily completed while engaging with that session’s content.

E-mail Guidelines:
As this is an abbreviated online course, I will do my best to respond to student emails in a timely fashion. I will check and respond to email frequently during normal work hours (Monday to Friday 9am – 5pm), but please allow for a 24 hour turn-around on most email correspondence. I will work to reply to emails promptly around major course
deadlines, but cannot guarantee a quick response in the evenings and or on weekends expect in the most extenuating circumstances. Please plan your correspondence accordingly; in other words, please don’t wait until the evening an assignment is due to email me about it!

Course Resources:
Course Textbook (required)

Additional course readings (PDFs or links to free internet content) will be available via T-Square. Students will also, however, be expected to rent access to the following two documentaries:

- Available through Amazon Instant Video:
- Note: This documentary is also currently available on Netflix.

- Available through Vimeo On Demand: http://vimeo.com/ondemand/race

Grading and Requirements:
The following is an overview of course assignments and their contributions to the final course grade. Please see T-Square for complete descriptions and criteria for each of the course assessments.

- **Participation: 10%**
  In lieu of in-class participation points, students will be responsible for commenting on course lectures and completing additional topic reading summaries and responses.
  - **VoiceThread topic lecture comments: 5%**
    Students are expected to leave at least 2 comments per lecture. Comments should engage the content delivered by the instructor in the lecture or respond to another peer’s comment about the lecture content.
  - **Additional Reading Summary and Response: 5%**
    Students will select 1 topic from which they will read the additional reading provided and complete a critical summary (e.g. overview, definitions, critique, further reading, and discussion questions) about this article. Students’ selected topics should help guide their Literature Review topic selection and research. Students will additionally be responsible for responding to the discussion questions posed by a classmate’s summary of a reading from a different week’s topic. Topic reading summaries and
responses will be posted to T-square forums to facilitate open access to additional course materials.

- **Topic Assignments: 20% (4% each)**
  Students are required to complete the following assignments associated with specific session topics:
  1. *Bigger, Stronger, Faster* viewing guide
  2. eSports Reflection
  4. *League of Denial* viewing guide
  5. Autoethnographic injury narrative (Laurendeau, 2014)

- **Cyborg Tournament: 15%**
  Following Howe’s (2011) definition of a cyborg as “a hybrid body resulting from fusion of a live organism and man-made technology” (p. 868), students will be randomly assigned a cyborg identity from the world of sport. Students will apply Module 1 content to prepare a biography and election-style write-up explaining why their individual provides the best insight into the potentials and limits of the sports cyborg. Students will post these documents to T-Square where classmates will vote on their favorites in a head-to-head online Cyborg Tournament.

- **Literature Review: 15%**
  Students will complete a 5-7 page (typed, double-spaced) review of academic literature that expands upon one of the course topics from Module 2. Students will be expected to locate, compare, and synthesize the arguments from two academic sources in addition to assigned course readings and additional topic resources.

- **Quantified Self Project: 15%**
  Students will participate in a body-focused Quantified Self Project for the first 4 (of 5) weeks of the course. Mirroring the Quantified Self movement, students will engage with digital self-tracking apps and write weekly reflections. For more on the Quantified Self movement, visit: [www.quantifiedself.com](http://www.quantifiedself.com).
  
  ***Self-tracking can still be selected as a possible Literature Review topic.***

- **State of the Field Blog & “Three Minute Thesis” Presentation: 25%**
  - **State of the Field Blog: 10%**
    To prepare for their Three Minute Thesis presentations, students will be expected to set up a daily Google alert ([www.google.com/alerts](http://www.google.com/alerts)) to seek out media coverage that connects their specific major discipline of study to course topics (e.g. “sports, technology, engineering” or “sports, genetics”). Students will then write short weekly blogs about the results of their Google alert while also commenting on classmates’ blogs each week (weeks 1-4).
Students are also required to prepare and record a "Three Minute Thesis" (3MT) presentation in VoiceThread that will be uploaded to T-Square. This presentation will summarize the results of their Google alerts and content of their blog, while making an argument about the future of their field using the tools of the sociology of sport. Students are expected to apply (at least) one course concept that helps us better understand the social, political, and/or economic forces that are currently shaping their field. This presentation will be supported by research from at least 1 academic source, in addition to the use of assigned course material and Google alert results.

Grading Scale:
A: 90-100%
B: 80 - 89%
C: 70 - 79%
D: 60 - 69%
F: 59% and below

Academic Honesty:
Students in this class will be expected to abide by the Georgia Tech honor code. Academic misconduct of any kind will not be tolerated. All students are responsible for understanding and complying with Georgia Tech rules. For further information, go to: www.honor.gatech.edu

Accommodations for Students with Disabilities:
If you have a disability that may require assistance or accommodation, or you have questions related to any accommodations for testing, note takers, readers, etc., please speak with me as soon as possible. Students may also contact the Office of Disability Services at 404-894-2563.
The course schedule is subject to change. Please refer to T-square for the most up-to-date schedule, lectures, readings, and assignments. Unless otherwise noted, assignments are due by midnight on the Tuesday that marks the end of the course week (5/23, 5/30, 6/6; 6/13).

**Week 1: May 15 - 23**

**Session 1: Course Introduction**

**Resources:**
- Lecture 1: Course and Instructor Introduction (VoiceThread)
- Magdalinski: “Introduction: Sport, the body and performance technology” (pp. 1-13)
- Atlanta Hawks (2016). “The Emory Sports Medicine Complex – Coming soon!” YouTube. Available at: [https://www.youtube.com/watch?v=-eVl8XiRpM0](https://www.youtube.com/watch?v=-eVl8XiRpM0)
- Epstein, D. (2014). “Are athletes really getting faster, better, stronger?” TED Talk. Available at: [https://www.youtube.com/watch?v=8COaMKbNrX0](https://www.youtube.com/watch?v=8COaMKbNrX0)

**Assignments:**
- Student bios and comments posted by midnight, Tuesday, May 23
- Create State of the Field Google Alert and blog
- Begin self-tracking on Wednesday, May 17 for Quantified Self project.

**Session 2: Introduction to Module 1**

**Resources:**
- Magdalinski: “The nature of sport” (pp. 14-30)

**Assignments:**
- Submit Bigger, Stronger, Faster viewing guide by midnight, Tuesday, May 23.

**Session 3: Module 1, Topic 1 – Modifying Athletes from Within**

**Resources:**
- Lecture 2: Modifying Athletes from Within (VoiceThread)

**Assignments:**
- Ongoing Assignment Requirements (due by midnight, Tuesday, May 23):
  - Quantified Self Project – write reflections and upload Week 1 screenshots
**Week 1 State of the Field blog entry**

- Additional Reading Summary Options: (if you select a topic associated with Week 2, this summary is due by **midnight, Tuesday, May 23**)
  - Module 1, Topic 3: Gibson, K. (2012). Knight’s children

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**Week 2: May 24 - 30**

**Session 4: Module 1, Topic 2: Performance Enhancement from Without**

*Resources:*
- Lecture 2: Performance Enhancement from Without (VoiceThread)
- Magdalinski: “Enhancing the body from without: Artificial skins and other prosthetics.” (pp. 109-127)

**Session 5: Module 1, Topic 3: Extending Recreational Bodies**

*Resources:*
- Conepcion, J. (2016, Oct. 3). “In the future, we will all watch ‘Overwatch.’” *The Ringer*. Available at: https://theringer.com/e-sports-just-leveled-up-b270de97c2d#.guynx0u38

**Assignments:**
- eSports Response (due by **midnight, Tuesday, May 30**)

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**Session 6: Cyborg Tournament**

*Assignments:*
- Cyborg Tournament Bios (due by **midnight, Friday May 26**)
  - Cyber Tournament Voting (closes at **midnight, Tuesday May 30**)
- Ongoing Assignment Requirements (due by **midnight, Tuesday, May 30**)
  - Quantified Self Project – Week 2 screenshots and reflections
  - Week 2 State of the Field blog entry
- Additional Reading Summary Options: (if you select a topic associated with Week 3, this summary is due by **midnight, Tuesday, May 30**)
Session 7: Introduction to Module 2 – Constructing Sporting Bodies

Resources:
- Lecture 3: Constructing Sporting Bodies (VoiceThread)
- Magdalinski: “The nature of the body” (pp. 31-53)

Assignments:
- Literature Review Topic (submit by midnight, Friday, June 2).

Session 8: Module 2, Topic 1 - Deconstructing the “Natural” Black Athlete

Resources:

Assignments:
- Complete Race: The Power of an Illusion viewing guide (due by midnight, Tuesday, June 6).

Session 9: Module 2, Topic 2 - Inspecting Gender Verification

Resources:
- Magdalinski: “Those girls with sideburns.” (pp. 91-108)
- Fountain Ink Magazine (2016). “Dutee Chand: Blazing a new trail.” YouTube Available at: https://www.youtube.com/watch?v=t-AqXij3caQ

Assignments:
- Ongoing Assignment Requirements (due by midnight, Tuesday, June 6):
  - Quantified Self Project – write reflections and upload Week 3 screenshots
  - Week 3 State of the Field blog entry
- Additional Reading Summary Options: (if you select a topic from Week 3, this summary is due by midnight, Tuesday, June 6)
  - Module 2, Topic 3: King et al. (2014). When is a drug not a drug?
  - Module 2, Topic 4: Bachynski, K.E. & Goldberg, D.S. (2014). Youth sports and public health

Week 4: June 7 - 13


Resources:
- Lecture 4: Damaged Selves: Risk, Injury, and Pain in Sport (VoiceThread)
• Magdalinski: "The nature of health" (pp. 71-90).

Assignments:
• Read Laurendeau (2014) and complete autoethnographic injury narrative (due by midnight, Tuesday, June 13).

**Session 11: Module 2, Topic 4 – The “Concussion Crisis”**

**Resources:**

**Assignment:**
• Complete *League of Denial* viewing guide (due by midnight, Tuesday, June 13).

**Session 12: Assignment Work Day**

**Assignments:**
• Ongoing Assignment Requirements (due by midnight, Tuesday, June 13)
  • Literature Review
  • Quantified Self Project – Week 4 screenshots and weekly reflections
  • Week 4 State of the Field blog entry

**Week 5: June 14 - 16**

**Session 13: Course Conclusion**

**Resources:**
• Lecture 5: State of the Field – Current Controversies and Future Directions
• Magdalinski: “Conclusion”

**Sessions 14 & 15: Three Minute Thesis**

**Assignment:**
• State of the Field Three Minute Thesis Presentations (uploaded by midnight on Friday, June 16).